

National Congress Bulletin

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Dear P. T. A. Presidents:

HARD work in a good cause is one of life's most satisfying experiences. When the labor is shared with others, the satisfactions are multiplied. This month, Membership Enrollment Month, you and your members are inviting the mothers and fathers, the teachers and school officials—indeed, all the residents of your community—to share with you in your P.T.A.'s service to children and youth. You can invite them warmly, enthusiastically, and with assurance, for you know your P.T.A. can offer them endless opportunities for good work and good companionship.

We hope you are using the excellent suggestions on membership enrollment work that Mrs. Luhr, our national chairman of Membership, made in the September *Bulletin*. We hope, too, that in every home in your community is going one or more of our bright informational leaflets: *Speaking Up for the P.T.A.*; *You Belong in Our P.T.A.*; and *The P.T.A. Needs You*; and 7,953,806 *Volunteers*. They are attractive messengers and eloquent spokesmen. Let them help you tell the parent-teacher story.

Calls for Cooperation

As I scan the calendar for the coming months, I note several occasions for P.T.A. cooperation with other community organizations—for example, the observance of United Nations Day this month and of American Education Week and Children's Book Week in November. Doubtless throughout the year your P.T.A. will receive many invitations and pleas from other organizations for help or cooperation, for our P.T.A.'s have an enviable reputation for effective action. This matter of cooperation is a very important one and sometimes a perplexing one.

We have our own important work to do. Our special tasks for this time are set forth in our Action Program for Better Homes, Better Schools, and Better Communities. (I hope you are constantly checking local needs against the suggestions in the program.) Unless we

have a very clear understanding of what cooperation means and know what the parent-teacher policy on cooperation is, we may find that our P.T.A. is not doing parent-teacher work at all, but the work of some other organization!

First, then, let's be perfectly clear on the meaning of parent-teacher cooperation. Cooperation for a P.T.A. means *working with* other organizations: it does *not* mean *working for* them.

Let's be very specific. What can—or should—the P.T.A. do in cooperating with other groups? What should it not do?

The Don'ts

We must not take over the special responsibilities of other organizations and do their work instead of our own.

- Every organization has the responsibility to raise its own funds and build its own membership. P.T.A.'s, therefore, do not raise funds for other organizations or participate in their membership drives.

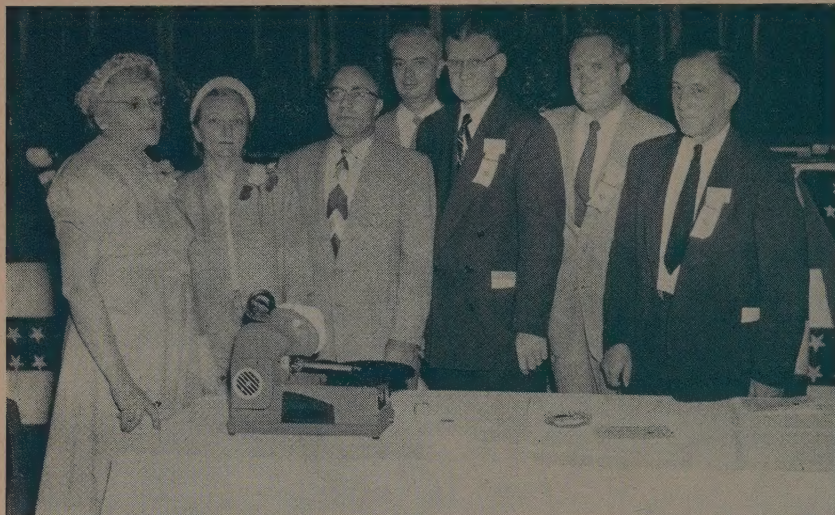


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A NOTABLE FIRST

- The first parent-teacher member to set foot on the second floor of our new headquarters building is Mrs. Newton P. Leonard, national president. Here you see her waving from a second-story window. The picture was taken in August.





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Mrs. Newton P. Leonard, left, president of the National Congress of Parents and Teachers, emphasizes the values of audio-visual materials by showing *Teachers in Print*, National Congress filmstrip on publications, to Mrs. Louise S. Walker, chairman, Visual Education and Motion Pictures, and to Earl Cross, audio-visual chairman, Oklahoma Congress of Parents and Teachers, at the national convention held in Oklahoma City, May 18-20.

Interested in the demonstration, also, are (left to right) Joseph H. Hunter, president of the Maryland Congress; W. R. Fulton, second vice-president, Oklahoma Congress; Stanley McIntosh, Maryland Congress delegate; and John Hedges, second vice-president, Iowa Congress.

● Every organization has the duty to use its funds for the purposes for which they were raised. Every P.T.A., then, has the obligation to use its funds for parent-teacher work and not to finance the work of other organizations, however worthy.

The Do's

● The greatest contribution a P.T.A. can make to another agency is to disseminate information about its program. We can *inform* our members about the work of another organization; we can let them know when it has a fund drive on or when it needs volunteers to carry on its program. Then our members as *individuals* can decide what contribution of money or time they can afford to make. But that is a matter for individual decision, not for P.T.A. action. If time permits, we can give representatives of other organizations an opportunity to make brief announcements at our general meetings. But we must take care that our meetings do not become platforms for the presentation of other organization's programs. Our members come to P.T.A. meetings for parent-teacher programs. It would be unfair to disappoint them.

● We can work with other organizations on observances designed to promote public understanding and support of movements and institutions that contribute to the attainment of parent-

teacher objectives.

I have already mentioned UN Day, American Education Week, and Children's Book Week as examples of such occasions. They symbolize, as you know, the P.T.A.'s concern for world peace, for good public education, and for good books and library services for our children. Other organizations are dedicated to one or the other of these ends. By coordinating our activities with theirs—through joint meetings, joint radio programs, joint publicity, and the like—we can promote our mutual cause more effectually and economically than through separate, overlapping, and sometimes competing efforts.

● We can cooperate similarly to obtain needed action or facilities in areas affecting child welfare that are our concern as well as the concern of other agencies—for example, traffic legislation or local public health units or recreational or library facilities.

Model from Montgomery, Alabama

In the September issue of the *National Parent-Teacher* magazine, you read the stirring account of the role of the Montgomery Council of Parent-Teacher Associations in combating the polio epidemic in their county. Their magnificent work can serve as a model of cooperation. They did not assume responsibility for, or take over, the work

of the local chapters of the Red Cross or the National Foundation for Infantile Paralysis or of any other community organization or agency. To the common effort they contributed their superb leadership, their administrative and organizing skills, and the volunteer efforts of more than six hundred devoted, able P.T.A. members. (You will note that they checked with the state office on policy and procedure.)

Our policy on cooperation is fully explained in the 1953-56 *Manual* on pages 100 to 105. You and your executive committee will probably want to review particularly the section on relationships with youth-serving agencies (page 102). The aim of youth organizations is to develop responsible, self-reliant individuals and citizens. Our boys and girls grow as they are given responsibility. We should be careful not to block their growth by doing the work that they should do.

We Who Care

In the pressure of our fall work, let's not forget our national headquarters fund. Our building is growing; our funds must keep pace. When I tell people about our new home, I'm always proud to say that it is being built through the voluntary contributions of our members. I should be prouder than I can tell you if I could say that every member had made a gift, however small, to make possible the building that will symbolize our common caring for children. This *can* happen. Will *you* help it happen by telling your members about our building?

Loyally yours,

Lucille P. Leonard

Mrs. Newton P. Leonard, President
National Congress of Parents and Teachers

NATIONAL CONGRESS BULLETIN

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Attention!

• School Education Chairmen

AS a tribute to the teaching profession and in celebration of American Education Week, November 8-14, the November issue of the *National Parent-Teacher* magazine will carry, in addition to its regular educational material, two important features devoted to our public schools. They are:

1. A condensation of the book by Marie I. Rasey *It Takes Time: An Autobiography of the Teaching Profession*
2. "101 Questions About Public Education"—the first of several installments

All school education chairmen should make wide use of this 48-page special issue of the *National Parent-Teacher*. Here is a made-to-order opportunity for them to point to something unusually concrete and significant in the way of home-school cooperation. Here is a chance to show why the National Congress of Parents and Teachers is considered the teacher's best friend and ally.

Don't miss the boat! Begin publicizing these timely features today by —

- Making sure that every teacher member of the P.T.A. knows about them.
- Cooperating with magazine and publicity chairmen to get the news circulated throughout the entire community.
- Calling attention to them through bulletins, mimeographed releases, and in other ways.
- Having copies of the November *National Parent-Teacher* prominently displayed during American Education Week —

At the P.T.A. meeting
In store windows
In school and public libraries

(Copies for this purpose may be borrowed from present subscribers or purchased for 15c each from the office of the *National Parent-Teacher*, 600 South Michigan Boulevard, Chicago 5, Illinois. Place orders immediately for extra copies!

- Helping the magazine committee to take subscriptions, so that P.T.A. members and other citizens of the community may have constant access to a magazine that is published only to serve and safeguard America's children and youth.



• These boys are displaying their "dog tags," proof that they are free of a contagious scalp infection. Note the protective caps supplied by P.T.A. units in their home town of Grand Forks, North Dakota.

P.T.A. Volunteers Help to Halt an Epidemic

• A fungus infection reached epidemic proportions in a North Dakota town last year. Ringworm of the scalp, a growth peculiar to human beings, spread swiftly among school children in Grand Forks.

This fungus invades the hair follicles, and in ten days to two weeks spores form at the base of the affected hairs. As time progresses these hairs break off, carrying spores with them. If they reach the scalp of another child, a second infection may start.

When school opened in September 1952 there were scores of known cases. The health department staff faced the problem of examining approximately five thousand heads not just once but periodically. Up to this point P.T.A.'s had been supplying only nontechnical assistance, but after joint meetings with the health department, units volunteered for training in detection of the growth.

The health department trained about eight mothers in each unit in the use of the Woods lamp. Under this lamp spores glow and are easily recognized. Preschool and school-age children under fourteen were checked at detection centers. Usually a nurse from the health department was present while they were in operation.

Treatment centers (including one barber shop) were operated by a physician and registered nurses. All children were required to wear protective headgear while outside the home, and infected persons were prohibited from attending movies, using swimming pools,

and so forth. Every barber shop installed special sterilizers and agreed not to cut the hair of infected persons. Finally, light metal tags were issued to children free of the fungus. These "dog tags" are necessary for admittance to theaters, playgrounds, summer camps, and the like.

Although ringworm has not yet disappeared in Grand Forks, the infection is definitely on the wane, says Walter M. Loomer, state chairman of school education, who reported on the treatment program.



Book Fairs in the Offing

• Two big events in the world of children's books loom on the horizon this fall. The first is a series of three book fairs, to be held in Chicago, Washington, D. C., and Cleveland, during November. The second is the thirty-fifth observance of Children's Book Week, November 15 to 21.

P.T.A. members will be especially pleased to learn that the national chairman of Reading and Library Service, Mrs. Ruth Gagliardo, has made a record for the Children's Book Council to be used during the celebration—and afterward too. It describes the pleasures that reading brings to her house and is called, after this year's slogan, "Reading Is Fun." It may be obtained from the Children's Book Council, 50 West 53rd Street, New York 19, New York.

Mrs. Gagliardo pictures "the long reading ahead—with books of beauty and laughter, of courage and wisdom, always beckoning them on. Happily this faith in books is reflected everywhere in the desire of parents to know more about books for children, in the extension and improvement of school and public libraries, and always in the books themselves—the mind-stretching, laughter-making, heart-filling books. . . . Through books, we've had our imaginations stirred and, I hope, our minds quickened. But best of all, we've had wonderful fun together—together we have learned that reading is fun."

From one thousand to three thousand books will be exhibited at the three forthcoming fairs. In Chicago, the Museum of Science and Industry and the *Chicago Tribune* will sponsor the event with the Children's Book Council. Participating groups include the Illinois Congress of Parents and Teachers. For children, parents, librarians, and teachers within the three fair areas these will be occasions not soon forgotten.

ACTION PROGRAM



For

Better Homes, Better Schools.

● In June of this year the administration action committee asked state presidents to submit short accounts of the progress of the Action Program in their respective state branches. Thirty state presidents responded. Following are brief summaries of their reports. If your state congress is not represented it no doubt will be in a later issue of the **National Congress Bulletin**. Here local presidents, membership chairmen, and publicity chairmen will find many answers to the question: **What is the state and the National Congress doing to promote better homes, better schools, and better communities?**

Arizona —

● We have found the "Better Homes, Better Schools, Better Communities" theme an inspiring base on which to build programs and action. Our program chairman has emphasized it in the material she has sent out, and the state president has used the theme as the subject of talks given over the state. The plan to highlight it at the board of managers' meeting in September may be of interest. Before they convene, the board members will meet in small groups to find ways of emphasizing the Action Program in their particular work. For instance, the group discussing "Better Homes" will consist of chairmen of character and spiritual education, exceptional child, mental health, music, parent education, and reading and library service committees.

They will explore ways to unify their efforts for needed action this year. After this session the groups will share their findings with the entire board and recommend three or four points for emphasis this year. We shall describe the process carried out in our state bulletin and suggest that councils and local units do likewise in viewing their problems in the light of the national Action Program.

—MRS. H. S. NORTH, *President*

California —

● **Better Homes.** In emphasizing moral and spiritual values, we appointed a family life committee, which gave much thought to family responsibilities for developing the spiritual life of the child. Our bulletin has published articles on the need for family attendance at church and the values to be derived from this.



Mrs. H. S. North
Arizona



Mrs. C. D. Johnson
Florida



Mrs. P. D. Bevil
California



Mrs. H. M. Kandel
Georgia



Mrs. Cyril Lyster
Colorado



Mrs. C. S. Bosquet
Idaho



Mrs. Byron F. Wilcox
Connecticut



Mrs. T. H. Ludlow
Illinois



James H. Snowden
Delaware



Mrs. O. S. Fatland
Iowa

We are cooperating with the California Teachers Association in the development of guides for teaching moral and spiritual values in the public schools.

Our parent education fund was used to provide leadership training and materials so that work could be better implemented at the local level. We have just completed a workshop that was cosponsored by the College of the Pacific. It provided for scholarships for teams from a number of communities in California. These teams in return are to serve as leaders of study groups in their communities.

● **Better Schools.** Through our curriculum studies we have tried to interpret modern teaching methods. Administrators have said that attacks on the schools were decreased or averted by the understanding developed through these studies. We supported successful legislation that increased state aid for the operation of our schools and provided additional funds for buildings in distressed school districts. We have also published and distributed a brochure on school finance told mostly in picture form. Since 1945, \$196,000 has been expended on scholarships designed to induce students who would make desirable teachers to enter the profession.

● **Better Communities.** We have supported legislation to strengthen adoption laws and have acquainted our members with the need for foster homes. Parent-teacher leaders have participated in conferences on community problems, have worked diligently to provide better health service, and are strengthening work in areas where there are racial tensions. Regional workshops were conducted as miniature conventions in which two or three districts participated. Breakfasts for men members have been held at our last two conventions; this year's attendance was double that of the previous year. There was a gratifying increase in the number of men serving as chairmen of committees and leading in many community service projects.

—MRS. P. D. BEVIL, *President*

STATE PRESIDENTS REPORTING

and Better Communities

Colorado —

• The Colorado Congress has been using the Action Program since it was first announced. The state convention theme was "Better Homes, Better Schools, Better Communities through Preparation, Thought, Action." I addressed to each local unit president a letter to be included in our packet, and in it was this paragraph: "The time has come for you to lend your assistance to the national Action Program. In Alamosa you were given a great deal of preparation. This summer you had time for thought. Now with the addition of this material you are ready for action for better homes, better schools, better communities."

—MRS. CYRIL E. LYSTER, *President*

Connecticut —

• Connecticut presented the national Action Program at its convention in April emphasizing health and safety, citizenship and international relations, school-community relations and effective family living.

In reviewing unit reports for 1952-53, we found that about 50 per cent based activities on the Action Program, with most of the stress falling on the "Better Schools" section. This is understandable in these times of concern with school building and teachers' salaries.

—MRS. BYRON F. WILCOX, *President*

Delaware —

• The Action Program was chosen for the theme of the Delaware Congress convention and followed up by the incoming administration during 1953-54. We have subsequently urged that the theme be used as a general and a specific guide to local units' effectiveness. We in Delaware are inclined to feel that the broad coverage of the national program is indicative of what *can* be done rather than directive of what *should* be done. We feel that a local unit would be wise to select from the many suggestions one that has particular applicability to local conditions, and then concentrate its efforts on achieving the goal that the suggestions held forth.

—JAMES H. SNOWDEN, *President*



Mrs. Harry Buckley
Kansas



Mrs. James G. Sheehan
Kentucky



Mrs. John G. Lyons
Maine



Mrs. David Aronson
Minnesota



Mrs. A. L. Hendrick
Mississippi



Mrs. C. W. Detjen
Missouri



Mrs. Marion Crawford
Montana



Mrs. Dewey Solomon
Nevada



Mrs. C. I. Chapman
New York



Mrs. T. R. Easterling
North Carolina

Florida —

• Actually everything we do seems to have bearing on this Action Program. In March 1953 the president of the Florida Congress attended all ten district meetings, where she spoke on the ideas it contains. State chairmen coordinated their plans to emphasize the program. Our convention theme in November is "The Home—Broadening Horizons," through which we shall attempt to develop the first phase of the Action Program and touch upon the school and community as well. We plan to consider the other two sections separately in the next two years. The June issue of the state bulletin also stressed the Action Program.

—MRS. C. DURWARD JOHNSON, *President*

Georgia —

• The increased activities in parent education and the plans we have for leadership training will implement the Action Program. There is an indication that all state chairmen have amended their plans of work to include some emphasis on it. The findings of the state convention, "What Do We Want for Our Children?" embody the ideas of the Action Program and apply them to P.T.A. objectives in Georgia.

—MRS. H. M. KANDEL, *President*

Idaho —

• The national Action Program has been a very important and helpful guide to us at both the local and the state levels. A large percentage of local units have used the Action Program for their year's program either entirely or in part. We distributed the Action Program leaflets at our convention and are planning to distribute them to our teachers at their fall education conferences as well as include them in our local unit packet. I have made talks to several classes of student teachers and have taken the Action Program of the National Congress as my theme, as I felt it was important to keep the teachers informed about the broad, progressive program we are sponsoring.

The Action Program is particularly helpful because it is broad enough to cover the needs of all types of local units, large and small, urban and rural, and it is still specific enough to give the concrete help that is needed.

—MRS. C. C. BOSQUET, *President*

ACTION PROGRAM...STATE PRESIDENTS REPORTING

Illinois —

● **Better Homes.** Our expanded parent education and lay leadership training course, now offered for the first time, in cooperation with every state college in Illinois, is a long step toward better homes. Physical housing was not ignored. One council made a survey of local housing needs, in cooperation with the Federal Housing Commission, and thirty-four housing units were secured as a result. Our legislation program included steps to oppose a bill that would limit, or even cripple, public housing and supported adequate budgets for aid to dependent children.

● **Better Schools.** Our teacher recruitment and scholarship program will continue. The convention voted to extend the golden jubilee teacher scholarships (worth \$250 each) another four years, making 128 available each year in addition to those given the state colleges and those earmarked for special education. The Illinois Congress is participating in curriculum planning at the state level, in cooperation with the state department of public instruction, and more than two hundred local units are working with local school authorities in a curriculum consensus study.

● **Better Communities.** P.T.A. projects are many and varied. They include sponsorship of youth activities, summer recreation programs, community use of the schoolhouse, schools of instruction on voting, and many civic activities in cooperation with other neighborhood groups. District reports show that more than 75 per cent of our P.T.A. programs are based on "Better Homes, Better Schools, and Better Communities."

—MRS. T. H. LUDLOW, *President*

Iowa —

● Our exhibits chairman worked out a very clever exhibit for the national convention, illustrating the Action Program. Miniature figures and buildings were used to carry it out in a very tangible way. Our convention theme in October will be "Better Homes, Better Schools, and Better Communities." We shall develop each of the topics on successive days.

—MRS. O. S. FATLAND, *President*

Kansas —

● The Action Program was stressed last year through the district directors, who have direct contact with the units

in their districts. In our Kansas bulletin we gave space to any unit or council that emphasized the program. Copies of the program were sent out in the August 1952 packet. The 1953 leadership workshops gave it special attention. This coming year we shall continue our emphasis on it throughout the state.

—MRS. HARRY BUCKLEY, *President*

Kentucky —

● The Action Program is serving as a challenge and as a point of focus in Kentucky. The theme for our 1953 convention was "An Action Program for Kentucky's Children." Each phase of the plan related to action. It is interesting and gratifying to watch the local leaders interpret the program and adapt it to their special needs.

—MRS. JAMES G. SHEEHAN, *President*

Maine —

● The Maine Congress is working within the entire Action Program. We are supporting increased educational facilities, reemphasis on moral and spiritual values, and legislation that will protect all



Mrs. Harold Belcher
North Dakota



Mrs. E. B. Roberts
Tennessee



Mrs. Lorin C. Staats
Ohio



Mrs. H. G. Stinnett, Jr.
Texas



Mrs. Joel Burkitt
Oklahoma



Mrs. Donald E. Rose
Utah

children. Study groups are increasing, and there is much more interest in parent education as a result of the Action Program. The fourth annual leadership training institute will be held at the University of Maine and will be followed by courses conducted throughout the state. There is a continuing program for better understanding among parents, teachers, and the community.

During the next year we shall renew our efforts for traffic safety. Probably our most outstanding accomplishment for the past two years is the college cooperation program. P.T.A. materials have been used in every state teachers' college, with the result that young teachers are acquainted with our organization when they go into the community. We hope to extend this program to all the liberal arts colleges in the state.

—MRS. JOHN G. LYONS, *President*

Minnesota —

● The state convention last October revolved around the theme "Children Can't Wait" for better homes, better schools, better communities. We urged that parents become aware of their importance as teachers. We also stressed the need for more well-qualified teachers for better education of our young people. We pointed out that the community gets the kind of schools it wants and is willing to support.

In January we appointed a committee to study the teacher crisis in our state and to cooperate with the governor's committee. For the second year we went into the seven state teachers' colleges to tell the P.T.A. story and contacted five private colleges as well. We believe that we are creating a greater desire on the part of students to go into teaching by showing that the P.T.A. is a ready ally in making the teaching experience a happy one. We are at the same time developing a friendly relationship between those who train teachers and the lay people of the state by bringing in P.T.A. leaders from the area around the college.

—MRS. DAVID ARONSON, *President*

Missouri —

● The Missouri Congress has selected as the theme of its convention this year "Progress Takes Action." Our plan is to stress on the first day the parent's part in P.T.A. work, pointing up action in parent education. The second day we shall present the teacher's part, with

emphasis on action on the school front. During the day's meetings we shall have a panel whose participants will be future teachers.

In the afternoon we shall have a demonstration of methods of teaching the exceptional child. A symposium on "Action on the Home Front To Aid the School Front" will be presented, with these participants: a professor of education, who will talk on the home's place in recruiting teachers; a school principal, who will discuss the need for understanding between home and school; a minister, who will speak on home teaching of moral and spiritual values; and a national representative, who will discuss the parent's place in legislation to aid the schools. This convention program, we feel, should give impetus to the national Action Program.

—MRS. C. W. DETJEN, *President*

Mississippi —

● To work for better homes, our state congress is planning a series of elementary parent education workshops over the state, beginning in October. To ensure equalized educational opportunities for all children of our state, we are working diligently to obtain support of the legislature for the proposed bills of the eighteen-man Recess Education Legislative Study Committee. In stressing better communities we are pointing up the need for moral and spiritual education.

The importance of this theme is being emphasized by the board of managers and at all fourteen fall district conferences. The Mississippi state bulletin is also being used to feature the Action Program.

—MRS. A. L. HENDRICH, *President*

Montana —

● At our parent education workshop this summer we showed the relationship between our objective of better parents and the goals of the Action Program, "Better Homes, Better Schools, Better Communities." It was one of the most worthwhile and outstanding workshops ever held in Montana. We are following up this theme at our state convention in October.

—MRS. MARION F. CRAWFORD, *President*

New York —

● New York State Congress has gone all out to develop the Action Program. State convention programs and legislation campaigns have been planned to



Mrs. Helmer Lindstrom
Oregon



Mrs. James J. Walker
Rhode Island



Dr. Robert O. Nelson
Virginia



Mrs. Glenn K. Rogers
Wyoming

interpret it, and all units are urged to include some phase of it in their plans for future activities.

—MRS. CHARLES L. CHAPMAN, *President*

North Carolina —

● The North Carolina Congress is implementing the Action Program in several ways. At the state convention there were three conferences on better homes, better schools, and better communities. The platform adopted was formulated under these three headings. It also provided the theme for the twenty-sixth annual parent-teacher institute at Western Carolina College. The Action Program was emphasized in the bulletin and will be discussed at the fall district conferences.

—MRS. T. R. EASTERLING, *President*

North Dakota —

● Our state convention theme corresponded to the Action Program, and one-hour discussion groups covered "Moral and Spiritual Values in the Home," "Building Better Schools," and "Community Responsibilities." Three teams moved every fifty-five minutes from one group to the next. The evaluation sheets turned in by the delegates indicated a better understanding of the Action Program and a zeal for putting it to work in their local communities. In addition, all state chairmen are revising their plans of work to fit this program. A letter was sent to each new unit president in July by the state president and the program chairman suggesting how to implement it. The parent education workshop held in July further

reinforced the Action Program in North Dakota.

—MRS. H. A. BELCHER, *President*

Ohio —

● The Action Program was used by the state president in her keynote speech at each of ten district conferences in the spring. It will be the theme of our fall convention and has been stressed in many articles in the state bulletin. It will be the basis of the 1953-54 plans of work of the state board members.

—MRS. LORIN C. STAATS, *President*

Oklahoma —

● Through the state bulletin the Action Program has been highlighted regularly. In four regional conventions in April, a two-hour discussion of projects and activities was based on the Action Program. State chairmen are pointing to it as source material for programs of information and action. The radio chairman has written spot announcements based on its contents. The staff consultant on leadership training, having successfully used the Action Program in regional conventions, continues to use it when she conducts schools of instruction. Copies were included in the kit given each participant in the legislation workshop in June, and are sent to educators and organizations with whom we correspond.

—MRS. JOEL L. BURKITT, *President*

Oregon —

● The Oregon Congress sponsors a weekly radio program on KOAC, the state-owned station at Corvallis, and on April 29 the Action Program was used as the basis of its half-hour broadcast. Several councils have weekly broadcasts on their local stations, where it has been used as material several times. Copies were sent to the local units, and it was incorporated in our convention theme.

—MRS. HELMER LINDSTROM, *President*

Rhode Island —

● To work for better homes, the convention centered around the theme of "Prescription for Family Living" and supplied impetus to a concentrated parent education program. To secure better schools, the congress supported a bill that would have provided a single salary schedule, with state aid, for teachers in all cities and towns of Rhode Island. To secure better communities, the state legislation committee recognized the need for greater enforcement

of laws pertaining to the sale of fireworks, narcotics, and liquor to minors. A legislation workshop is on the fall calendar, which will enable the membership to work effectively for legislation in the fields covered by the Action Program. Workshops, conferences, weekly radio broadcasts, and the state bulletin will be utilized to keep the membership informed and alerted at all times.

—MRS. JAMES J. WALKER, *President*

Tennessee —

● The Action Program was first presented to the state board of managers at the January meeting. Later our convention theme dealt with its three phases. A copy was mailed to each panel participant and to each speaker before the convention so that they could become familiar with it. Copies were distributed at nine home-school conferences in June. One session at each of these conferences was devoted to "Areas of Action." During buzz sessions the participants were asked to select one area that they thought met a particular need of their unit. In this way the program received intensive study.

—MRS. EVERETT B. ROBERTS, *President*

Texas —

● The program committee has followed the outlines of the Action Program for the coming year. Articles on various aspects are appearing in the *Texas Parent-Teacher*. Suggested activities and projects will be adapted to elementary, junior high, and high school units in both rural and urban centers.

—MRS. H. G. STINNETT, JR., *President*

Utah —

● The reports from 297 local units indicate splendid programs planned well in advance and based on the Action Program. In each case they have adapted it to the needs of their communities.

—MRS. DONALD E. ROSE, *President*

Nevada —

● The Action Program was the basis of the theme used at the state convention. The leaflet detailing it is placed in the unit president's packets. This was also used at the Region IV program workshop. The Action Program will be stressed at all the regional conferences this fall and will be featured in the president's message in the next issue of the state bulletin.

—MRS. J. DEWEY SOLOMON, *President*



● A glimpse of the parent-teacher leadership course in progress at Wayne University, Detroit. Standing at the left is Mrs. William M. DeVoe, past president of the Michigan Congress and guiding spirit of the classes, which have been offered for several years.

Virginia —

● About ninety leaders participated in a workshop on parent and family life at Madison College. At this and a subsequent student cooperative association workshop the Action Program proved a real tool of parent-teacher work in Virginia.

—ROBERT O. NELSON, *President*

Wyoming —

● The executive committee of the Wyoming Congress chose to use the three phases of the Action Program as the continuing theme for the next three years, putting special emphasis on one phase each year. A panel of outstanding authorities discussed "Influences on the Home" at one session of this year's convention. In June the congress participated in a family life conference at the University of Wyoming as part of a program for better homes. The parent education program and study-discussion groups have been greatly encouraged by the Action Program.

—MRS. GLENN K. ROGERS, *President*

● Tell all teacher members about the special public education issue of the *National Parent-Teacher*. See page 3.

● Cooperate with your school education chairman in making use of the public education features in the November issue of the *National Parent-Teacher*. See page 3.

Red Letter Day

● September 24, 1953, was a red letter day in the annals of the P.T.A. On that day the cornerstone of our new headquarters was laid! See the November *Bulletin* for pictures and an account of this very important ceremony.